



## **Curriculum policy**

During your child's time with us they will be embarking on a play based curriculum known as the Early Years Foundation Stage or the EYFS. The EYFS is a play based framework that acknowledges that every child is unique and that they all learn and develop at different rates and in different ways. If you would like more information about the new EYFS, please find the curriculum on the front entrance hall table or you can go online at [www.standards.dfes.gov.uk/eyfs](http://www.standards.dfes.gov.uk/eyfs)

Tandridge village Pre-School is guided by the Early years' foundation stage to promote every child's learning and development. Our provision reflects the four key themes and 16 commitments of the EYFS as set out in the book "Policies and Procedures for the Early Years Foundation Stage", produced by the Pre-school learning alliance.

### *A unique child*

- Child development: Skilful communicator, competent learner.
- Inclusive practise: Equality and diversity, children's entitlements, early support.
- Keeping safe: Being safe and protected, discovering boundaries, making choices.
- Health and wellbeing: Growth and developing, physical and emotional wellbeing.

### *Positive relationships*

- Respecting each other: Understanding feelings, friendships, professional relationships
- Parents as partners: Respecting diversity, communication, learning together
- Support learning: Positive interaction, listening to children, effective teaching
- Key person: Secure attachments, shared care, independence

### *Enabling environments*

- Observation, assessment and planning: Starting with the child, planning, assessment
- Supporting every child: Children's needs, the learning journey, working together
- The learning environment: The emotional environment, the outdoor environment, the indoor environment
- The wider context: Transition and continuity, multi-agency working, the community

### *Learning and development*

- Play and exploration: Learning through experience, adult involvement, contexts for learning
- Active learning: Mental and physical involvement, decision making, personalised learning
- Creativity and physical thinking: Making connections transforming and understanding, sustained shared thinking
- Areas of learning and development are 3 prime areas
- Personal and social development of the child
- Communication, language and literacy
- Physical development, gross motor skills and fine motor skills

Along with 4 specific areas

- Literacy
- Mathematics
- Understanding world



- Expressive arts & design

The practice guidance (part of the EYFS document) also shows in 'unique child' the possible stages of learning and development your child can make along their learning journey. At Tandridge village Pre-School we take these in to account when we assess your child's abilities and plan for their next stage of learning.

### Prime Areas

Our setting supports children to develop their:

Personal, Social and Emotional development:

- Making relationships
- Self-confidence & awareness
- Managing feelings & behaviour
- 

Communication and Language:

- Listening and attention
- Understanding
- Speaking

Physical development

- Moving and handling
- Health and self-care

### Specific Areas

Our setting supports children to develop their:

Literacy

- Reading
- Writing
- Mathematics
- Numbers
- Shape, space and measure

Understanding the world

- People and communities
- The world
- Technology

Expressive arts and design

- Exploring and using media and materials
- Being imaginative



## **LEARNING THROUGH PLAY**

Tandridge Village Pre-School plan and provide a range of fun play activities which assist children to make progress in each area of learning and development. Most of the activities are child initiated and, in others, an adult guides in helping the children take part fully in the activity.

## **PLANNING**

Every half term a topic is chosen and then activities planned into weekly and daily plans these are adjusted to incorporate your child's interests and learning. Parents are informed of our topics and themes through a weekly newsletter and information displayed on our notice boards. Our planning however is not set in stone and if a child has a particular passion we will alter our planning further to explore and develop their interests.

### **A medium term plan**

This plan covers a topic. Each topic is made up of activities that cover the three prime areas of learning giving equal emphasis on all the aspects of learning maintaining the learning is covered regularly and frequently. We can also ensure that the curriculum varies from year to year so that the children are motivated and challenged and that their experiences are broadened.

### **A short term plan**

The short term plan is a weekly plan, based on the children's interests and incorporates the learning from the medium term plan. The short term plan is developed using ongoing observations and informal assessment of the children and their development.

The weekly plan shows the activities for the week and how they link into the three prime areas of learning. The activities can be designed with individuals or groups of children in mind. These activities are known as **target activities**. Target activities include detailed information of the aim of the activity, the area of learning and the process of the activity.

A daily plan shows the deployment of staff within the setting and the continuous flow of the session.

All activities are planned to provide equal opportunities for all children. This include planning the needs of both boys and girls, children with additional needs, children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups and children from diverse linguistic backgrounds.

This means we provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and stereotypes are challenged.



This policy has been adopted by Tandridge Village Pre-School Committee.

Signed on behalf of the Pre-School:

Date

This policy will be reviewed: Autumn 2020

(Unless there is a change in legislation or with direct guidance from an educational body)

Staff Signatures:

Date: